



Pudsey Waterloo Primary School

History Policy



History Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Pudsey Waterloo, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding as well as reinforcing their comprehension, reasoning and problem solving skills.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations and significance of historical periods; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

Our four key substantive knowledge strands are:

- **Invasion and Conflict**
- **Empire and Civilisation**
- **Monarchy and Power**
- **Invention and Innovation**

These themes run throughout our history curriculum and allow our children to recognise the impact and influence key historical events and eras have had on both Britain and the world up to the modern day. Our children also develop an understanding that the interpretation of these key moments is always changing.

We aim for all children to develop a genuine interest in history and a real sense of curiosity about how humanity has reached the point it has in the modern day and how they have been influenced by both key moments, eras and individuals.

The purpose of the History policy

This policy outlines the teaching and learning of history. All children will have the opportunity to undertake history throughout their time at Pudsey Waterloo Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our history curriculum and planning reflects the progressive nature of history skills. Children are provided with opportunities to develop and build upon the skills and knowledge taught previously.

Aims

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of historical concepts and abstract terms.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military.

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes and development.

Curriculum and school organisation

When planning teaching and learning in History we ensure that children develop their knowledge and skills, by delivering both the National Curriculum objectives and supplementary knowledge and skills applicable to our school context. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, primary sources as well as secondary sources and the reliability of these sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We also include, within our history lessons, visits from experts who develop children's knowledge and understanding through role play activities. We recognise the value and importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about the information they are given.

History curriculum planning

At Waterloo, we follow the Owlcotes History curriculum which has been tailored for our school. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school and are developing and expanding their skillset.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group. All teachers use our school unit overview sheets to ensure that key knowledge and skills are taught in each unit. Teachers also produce 'knowledge organisers' for each history unit which are shared with children and parents. They support children to remember key knowledge and enable parents to support learning at home.

Foundation Stage

We teach history in Reception Class as an integral part of the topic work covered during the year. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution towards the ELG objectives of developing a child's Knowledge and Understanding of the World through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of new and old in relation to their own lives.

Assessment

We assess children's work in history by making ongoing judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments, related to the learning challenge, as necessary. Teachers plan opportunities throughout the year to check pupil's understanding of key knowledge and skills. These revisit sessions support teachers to make an assessment judgement for the end of the academic year for each child and this is communicated to parents in the end of year report.

Resources

We have sufficient resources and equipment in our school to be able to teach all the history units from the national curriculum. All classrooms should display a map relevant to their Key Stage. We also have a 5m History timeline, showing key events in history for Britain and the wider world. We have access to a range of history topic books recommended by Leeds School Library Service and school books which are kept in the school library. In addition to this, a range of educational websites are used to support children's learning. Staff who require additional resources should contact the History leader who will organise purchase of these as appropriate in line with the school improvement plan and budget.

Monitoring and evaluation of History throughout the school

The History subject leader takes an overview of standards and of the quality of teaching in History. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader gives the head teacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this History policy will be monitored by the curriculum leader.